DOCUMENT RESUME

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ABSTRACT

This booklet describes CORE (Consortium on Reading Excellence), a company which began in California in 1995 and has subsequently expanded its work. CORE is committed to the view that the most effective professional development includes both theory and practice, focuses on teaching and learning, is grounded in collegial relationships, is based on current research, and provides models of good teaching and structured feedback. CORE is committed to leveraging professional development in literacy to support school change. CORE's fundamental goal is that all students will learn to read fluently, enjoy reading, and use reading as a tool for further learning. The booklet outlines the guiding principles of CORE and its services and commitment and pinpoints critical relationships as being at the center of systemic reading improvement. A fully implemented CORE program should have the following results: most first graders will be independently reading simple beginning materials with many easy words by the middle of the first grade; most second through fourth graders who have been through a complete, balanced reading program will be able to read and understand appropriate materials and will read 25-35 books each year; most fifth through eighth graders who have been through a balanced reading program will be able to read and understand appropriate materials and read 120-150 words per minute; and most high school students will successfully read grade-level materials and meet district and state exit standards in reading. Appendixes contain the principal's commitment compact, 21 resource recommendations, and a list and brief description of 14 CORE client programs. (NKA)

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Reading Reform That Works!
Comprehensive School Reform

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Introduction

Over the past several years many schools have attempted to make large-scale changes that impact teaching, learning and organizational effectiveness. Research studies have shown consistently that initiating change may be easy, but sustaining change is more difficult. For this reason, several organizations have looked at what enables schools to truly transform their practices and institutionalize their change efforts. Widespread agreement exists that effective professional development, quality instructional tools, leadership, and systems of support are key ingredients. The most effective professional development includes both theory and practice, focuses on teaching and learning, is grounded in collegial relationships, is based on current research, and provides models of good teaching and structured feedback. In addition, educators need and deserve the most effective instructional materials available to support their learning. Finally, to ensure full implementation, schools need heroic leaders, support systems that provide time for study and analysis, coaching for continuous improvement, assessment systems that are useful, and organizational structures that maximize student learning. CORE is committed to this view of professional development and is committed to leveraging professional development in literacy to support school change.

About the Company

Founded in 1995, CORE began in California and has expanded its work throughout the Pacific Northwest and has training partners in the South. To date we have trained teachers in 600 schools and 70 school districts in California, Washington, Oregon and Idaho, as well as several California County Offices of Education. CORE has 25 employees and a cadre of 25 part-time Instructors dedicated to delivery of quality service. CORE publications include a text on reading assessment called *CORE Assessing Reading: Multiple Measures* which was published in 1998; the *CORE Reading Research Anthology: The Why? of Reading Instruction*, published in 1999, which pulls together the key publications that have defined best practices in teaching reading; and the *CORE Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade*, published in February 2000, a collection of teaching tools.

Bill Honig, President, is a former California State Superintendent of Public Instruction. He has been active in school improvement work nationally. Mr. Honig authored *Last Chance for Our Children: How You Can Help Save Our Schools* (1985); and an important book on reading, *How Should We Teach Our Children to Read: The Role of Skills in a Comprehensive Reading Program–a Balanced Approach* (1996, update in 2000), Corwin Press, 2455 Teller Road, Thousand Oaks, CA 91320-2218, (805) 499-9774.

Linda Diamond, Vice President, was the Director of Curriculum, Staff Development and Evaluation for Alameda City Unified School District and was previously an elementary and middle school principal. She was a policy analyst with RPP International, an education research and public policy forum. Ms. Diamond served on the California State Superintendent's Task Force on Reading and co-authored *Building a Powerful Reading Program*, which helped lay the foundation for reading policy and legislation in California. Ms. Diamond is known nationally for work on standard-setting and assessment, co-authoring two publications on industry skill standards for school-to-career programs.

Peta Penson, Ed.D., Chief Operations Officer, has been Managing Partner, Principal and senior marketing executive of several national training and organizational development consulting companies. A well-known syndicated columnist on management issues and workplace trends, Ms. Penson is Board President of Leadership California, a non-profit organization of 500 women leaders, and a Board Member of the California Coalition for Women.

A. Lee Munson, Treasurer and CFO, has been CFO of start-up and entrepreneurial firms in California, and served 12 years as corporate treasurer of two Fortune-500 corporations. He currently sits on the Board of San Francisco's Civil Service Commission.

Tina Pelletier, Director of Training, is a former Reading Recovery teacher, Miller Unruh Reading Specialist and District Facilitator of a large County literacy project. She has trained teachers in several states and presents regularly at state conferences.

CORE Instructors come from rich and varied backgrounds, including classroom teaching, special education, school and district administration, Reading Recovery, coaching and literacy leadership, mentor and master teacher, second language acquisition, and fine arts specialization.

Our Mission

CORE is committed to a fundamental goal: All students will learn to read fluently, enjoy reading, and use reading as a tool for further learning.

Our Guiding Principles

We believe excellence in reading is attainable if educators apply practices consistent with the research on beginning reading. CORE provides support to schools and districts guided by these principles:

1) All children can read if taught early.

2) Parents, teachers, district staff, and boards must be diligent and tenacious in the pursuit of this goal.

3) Staff must be committed to practices that are effective and have a high probability of succeeding.

4) Teachers must use diagnostic data about student needs and match those needs to proven practices.

5) Teachers must use instructional materials that are grounded in research.

6) Teachers must be supported through a system of coaching and collegial reflection.

7) School change must focus on what goes on in the classroom – teaching and learning.

Our Services and Commitment

The CORE staff provides the following services:

- CORE works collaboratively with school personnel to enable as many children as possible to learn to read in first grade and to continue to read grade-level materials as they progress through school. For upper-elementary, middle and high school grades, CORE extends the focus to include the non-proficient reader and provides strategies for all older readers.
- CORE will establish a multi-year contract to assist in the planning, development, implementation, and maintenance of a focused and comprehensive school-wide literacy program. Our methods and materials, based on state-of-the-art research, equip teachers with the knowledge and skills to teach reading, including diagnostic tools and a repertoire of powerful strategies that effectively combine explicit skills and rich literature.
- To ensure the success of this reading program, CORE provides intensive training, including leadership training for identified on-site Teacher Leaders. An external reading expert provides ongoing on-site coaching for Teacher Leaders and Principals, as well as classroom demonstrations followed by debriefing and discussion.
- Through careful consideration of specific needs and collaborative effort, CORE helps make systemic changes to increase the capacity for ongoing success without prolonged outside assistance. The goal is a focused literacy plan, including innovative time and resource use, effective classroom and school organization, the design and creation of an intensive intervention and tutoring program for those who need more support, materials selection, assessment and evaluation. Ongoing analysis of achievement data for comparison is part of the evaluation process.

Your Commitment to Us

In selecting the schools and districts with which we work, we ask for the following commitments:

Implementing effective literacy practices at a school requires more than just professional development for teachers. It requires a commitment at multiple levels: commitments of time, resources, focus, and personnel. Above all, it requires informed leadership with a rigorous and relentless focus on literacy.

CORE requires that participating schools and districts make the following commitments:

- At least 80% of the teaching staff must agree to focus on literacy in general and on reading specifically, presenting students with systematic and explicit decoding skills, as well as the language and literature-rich activities associated with whole language.
- District policies and practices must support a primary focus on implementing an effective reading program.
- High standards and accountability based on results must be relentlessly pursued.
- The school must agree to base practice on a solid foundation of reading research.

- Because assessment will inform instruction, the school must agree to track data on student performance.
- People, time, materials, and funds will be used in ways that directly support the school's mission, including using Title I, Special Education, and other categorical funds and staff in new ways; releasing teachers for training and observation; and releasing Teacher Leaders for additional leadership support. It is ideal to have a portion of a site administrator's time allocated to supporting the school's literacy program.
- The current system and operations will be restructured as necessary to ensure success.

A Vision of Change: Critical Relationships

Critical relationships are at the center of systemic reading improvement. CORE schools are committed to a system-based model of teacher development that depends on the mutual support and focused intention of all stakeholders, in particular, three key leadership relationships: the Principal, the CORE Program Coach, and the Teacher Leaders. Together, the leadership team must be committed to transform literacy teaching and learning.

At the school level, the most vital leader is the school **Principal** or **key site administrator**. The Principal, as the keeper of the vision, holds firmly to the tenets of sound reading research and practice and is rigorous in pursuing effective literacy instruction for all students. The Principal provides regular time for engaged dialogue among the staff and keeps the professional development focus on literacy. The Principal works with the CORE Program Coach, whenever he or she is on site, and attends all classroom observations and coaching dialogues, as well as all Literacy Institutes and leadership sessions. The Principal will sign the CORE Commitment Compact (see Appendix A).

The **CORE Program Coach** is the CORE literacy specialist assigned to the school as the lead to coordinate the work at the site and is responsible for monthly visits (or coordinating monthly visits of other CORE staff) to work with Teacher Leaders, the Principal, and other staff.

The CORE Program Coach may also provide telephone support and e-mail assistance and be involved in site meetings, parent presentations, selected demonstrations, resource selection, data collection and analysis, and curriculum development. The CORE Program Coach is a highly skilled literacy expert who has been working with many schools in support of effective literacy instruction.

The **Teacher Leaders** (representing all grade levels) are staff members who will meet monthly with the CORE Program Coach and other CORE staff on site in order to build his/her skills and support and sustain teachers as they implement literacy practices. Teacher Leaders need release time to observe, coach, and support other staff. It is best if at least one Teacher Leader has a reduced classroom schedule. Initially, the CORE Program Coach provides feedback to Teacher Leaders and others. Gradually, the Teacher Leader, guided by the CORE Program Coach, assumes greater responsibility for providing feedback and assistance to other teachers. Teacher Leaders are expected to accompany the CORE Program Coach at all on-site activities.

The **classroom teacher** is the person responsible for delivering effective literacy instruction to all students. All classroom teachers will receive extensive and intensive training in a research-based balanced and comprehensive reading approach. The CORE Program Coach, the Principal, and the Teacher Leaders will support classroom teachers. Classroom teachers are expected to complete between-workshop-session assignments, participate actively and professionally in Literacy Institute sessions and seek out Teacher Leader support and guidance.

Together, these critical stakeholders will work to implement powerful practices to ensure that as many students as possible will attain high levels of literacy.

Other Critical Roles

The superintendent and his or her staff are crucial to establishing the vision, setting the tone, and sustaining an ongoing commitment. As the leader of the district, the superintendent can establish routines and procedures that will enhance or hinder whole district change. The superintendent provides a "bully pulpit" for the focused effort and conveys the vision to all stakeholders. CORE staff can assist district leaders to address systemic implementation issues that will support effective literacy instruction. Such work may include assessment planning, English language learner needs, classroom organization, observation and coaching tools, and resource decision-making.

The district and/or school administrator contact person is vital to the success of CORE's work. As the contact person, the district/school administrator is responsible for contract negotiations, ensuring timely payment, ordering needed materials, meeting workshop logistical needs, and guaranteeing that Teacher Leaders and classroom teachers have appropriate release time.

Parents are a child's first teachers. As such, they initiate literacy development and are vital in the effort to continue to nurture it. Parents are urged to take advantage of learning opportunities and opportunities to tutor and assist students.

Business and community members are important partners in a district's improvement effort. They can support literacy in numerous ways, including providing books and equipment and serving as tutors, mentors, and "visiting scholars."

Benchmarked Results

The following outcomes are the expected results of a fully implemented CORE program:

- Most first-graders will be independently reading simple beginning materials with many easy words by the middle of first grade (or the middle of their second year in ungraded programs) and will be able to read beginning second-grade materials by the end of first grade.
- Most second- through fourth-graders who have been through a complete, balanced reading program will be able to read and understand grade- or age-appropriate materials and will read 25-35 books each year.
- Most fifth- through eighth-graders who have been through a complete, balanced reading program will be able to read and understand grade- or age-appropriate materials, will reach accepted levels of fluency (120-150 wpm), and will be well-read as measured by the number of books they read in a year.
- Most high school students will successfully read grade-level materials and meet district and state exit standards in reading.

Real Results!

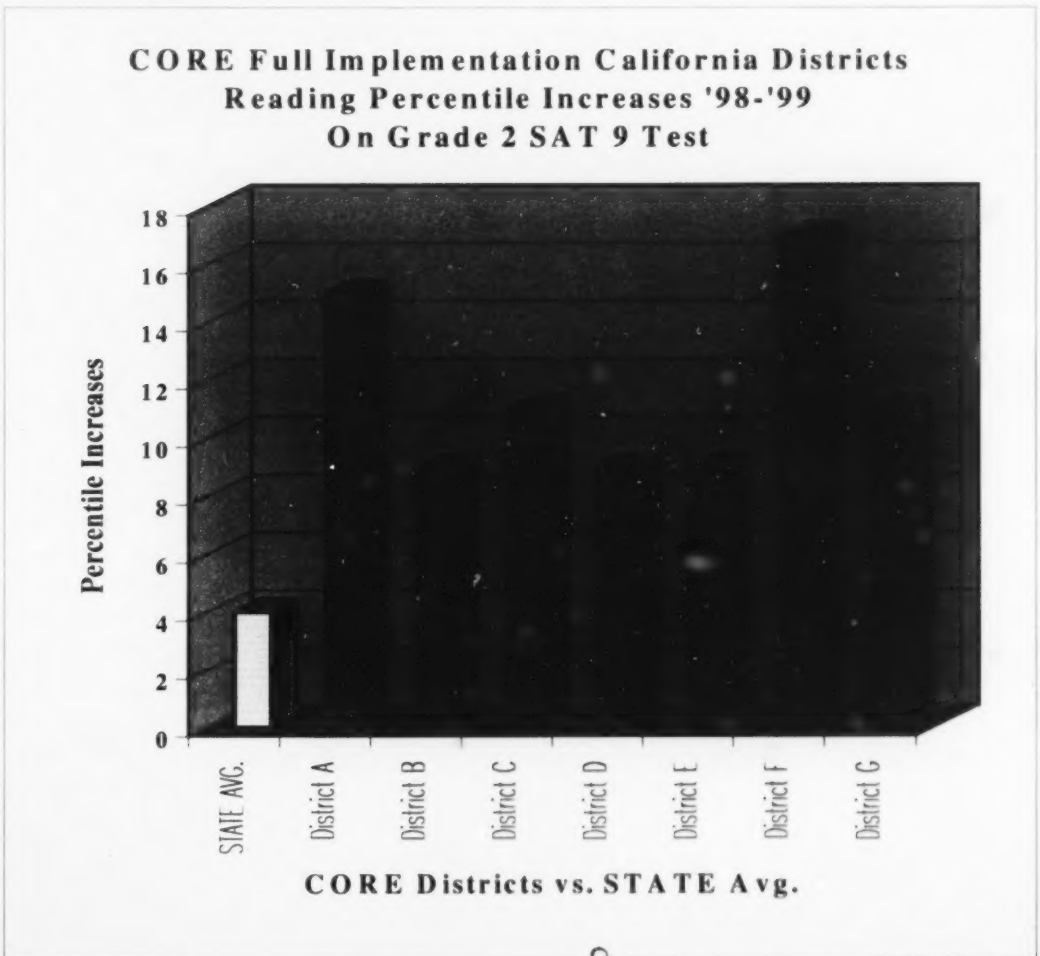
CORE provided primary (K-3) training to 29 California School Districts between 1998 and 1999 (total student population of 314,000). The schools administered the state mandated Stanford Achievement Test 9 (SAT 9) to over 60,000 second and third graders.

To GRADE	# Students Tested	CORE District % Gain	Statewide Average % Gain
2nd	**31,881**	7.5	4
3rd	**33,455**	5.5	3

Of these 29 CORE districts in 2nd grade:
25 districts (86% of the districts containing 86% of the CORE students tested) increased by *more than the state average*

- 13 increased *by 9 percentile points or more* (13,300 students or 42% of the total)
- 12 increased *by 5-8 percentile points* (14,700 students or 46% of the total)

Full implementation schools—teacher training, materials selection, assessment and support systems—realized even greater increases.



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State Certifications and Federal Requirements

CORE's Literacy Institutes are California Certified, meeting the requirements of AB 1086, AB 1656, the Texas Essential Learning Statements, and Oregon and Idaho's current reading legislation. CORE is approved as a provider for program improvement schools and meets Title I requirements and the recommendations in the National Academy of Sciences report, "Preventing Reading Difficulties in Children" (1998). CORE is a Comprehensive School Reform provider, qualifying for Goals 2000 and Comprehensive School Reform Demonstration (Obey Porter) grants.

The CORE program addresses strategies for differentiating instruction including grouping, re-teaching, accelerating learning, and adjusting instruction to meet student needs.

Sample Full Implementation Components

Full implementation services include direct teacher and administrator training, on-site demonstrations and coaching, school system building meetings, leadership and administrator training and development, and literacy coach certification. The possible implementation components are outlined below, but implementation is tailored to school needs.

Literacy Series training sessions generally run from 8:30-3:30 and are usually spread over a year or held during the summer. The Primary, Upper Grade and High School Literacy Series sessions are limited to 45 participants to ensure maximum effectiveness. Administrators as well as teachers are expected to attend.

6-Day Primary Series (K-3)

Day 1—Overview and the Structure of Language

Day 1 provides participants with an understanding of how reading develops, research and best practices and the critical components needed to develop strong readers. In the afternoon, participants learn about the linguistic underpinnings for reading instruction.

Day 2—Sound-Print Connection

Day 2 focuses on helping children make the sound-print connection with key emergent literacy skills: print concepts, alphabet recognition, and phonemic awareness. Diagnostic tools, research and practical applications will be woven throughout the day. It is desirable to have students come in for demonstrations in the morning.

Day 3—Decoding and Fluency

Day 3 addresses the role of explicit, systematic decoding instruction, focusing on phonics and ways to read multi-syllabic words. Fluency and the teaching of high frequency words will also be highlighted. Again, diagnostic tools, research and practical applications will be part of the session.

Day 4—Spelling and Vocabulary

Day 4 is focused on spelling instruction using a developmental stage approach and active, hands-on techniques based in large part on the best selling *Words Their Way*. Classroom organization and diagnostics will be included. On the latter part of the day, participants will begin the study of vocabulary development.

Day 5—Passages: Comprehension Strategies
Day 5 focuses on building strong comprehension skills for different types of texts.

Day 6—Independent Reading, Discussions, and Differentiated Instruction
Day 6 continues the comprehension focus with attention to independent reading and literary discussions. The second half of the day is spent on issues of differentiation of instruction for meeting student needs.

6-Day Upper Grade Series (4-8)

Day 1—Overview and Diagnostics
The overview covers critical components of a comprehensive and balanced literacy program with a focus on application to the upper grades. Instructors present the current research on reading development and effective teaching techniques. Included in the overview are insights from current brain research as it relates to reading difficulty. Participants learn about issues associated with students having reading problems.

The second half of the day focuses on diagnostic tools and instructional organization. Teachers will receive a flow chart of information for assessing, diagnosing, and teaching students at all levels of development. It is desirable to have students come in for demonstrations in the afternoon.

Day 2—Intervention for the Struggling Upper Grade Reader*
This session focuses on the design of an intervention plan for the most at-risk upper grade students. Participants will learn basic English linguistics and learn to develop phonemic awareness and phonic knowledge in the very at-risk upper grade reader. Participants will also learn how to teach high frequency words. This day can be taken at any point after Day 1 but is ideal after the first day if a full series is taken.

Day 3—Word Work in the Upper Grade
This day focuses on word attack skill instruction and spelling for the upper grade student. Syllabication and morphemic analysis strategies are covered in depth with an emphasis on hand-on strategies to enable students to unlock "big words." Instructors will model and discuss active word study strategies as well as allow participant practice and development. Participants will also learn powerful strategies for enhancing fluency which research has shown to be a powerful tool for comprehending high level text. In the afternoon, the focus shifts to spelling and the synchrony between reading, spelling, and writing.

Day 4—Vocabulary Development
This session focuses on vocabulary development. The role of vocabulary and its impact on comprehension is highlighted. Participants will learn strategies to help their students develop broad and precise vocabulary knowledge.

Day 5—Comprehending Text
This session addresses comprehension strategies, the role of metacognition and text structure. Participants learn strategies for helping students understand both narrative and expository text, with an emphasis on content-area text.

Day 6—Reading and Responding to Texts and Putting it Together
Day 6 focuses on ways to help students become voracious readers and engage in authentic conversations about books. Participants study ways to motivate and manage independent reading and methods for extending meaning through in depth book discussions. Implementation issues such as grouping and classroom organization will also be topics for discussion and collaboration.

*It is expected that low-performing schools will take the entire 6-day series. For schools without large numbers of underachieving students, Day 2 may be omitted, leaving only a 5-day series.

5-Day High School Series (9-12) - *Available January, 2001*

With the exception of Day 1, the order is not crucial.

Day 1—Overview, English Language Structure, Diagnostics and Word Attack Skills

The overview covers critical components of a comprehensive and balanced literacy program with a focus on application to *at-risk* high school students. Instructors present the current research on reading development best practices. The second half of the day focuses on diagnostic tools and strategies for teaching non-proficient readers. We highly recommend that students come in for demonstrations in the afternoon. **Recommended audience:** All English teachers and intervention teachers.

Day 2—Word Study I: Intervention and Fluency (optional)

This session is targeted at the non-proficient struggling high school student who needs to still develop basic decoding and word attack skills. It focuses on linguistics, phonics and syllabication supported by word sorts and word study. In addition, participants will learn a strategy that assists struggling readers to become more fluent while growing their vocabularies. The optional materials, *Caught Reading: Getting Ready Teacher Manual* and *Student Book* by Globe-Fearon, and *Reading the News* by Matthew Glavach are applicable to this training session. **Recommended audience:** Reading teachers or any teacher who might be designated to teach an intervention class.

Day 3—Word Study II: Syllabication, Morphemic Analysis and Spelling

This session goes beyond basic decoding to focus on strategies to attack multi-syllabic words: extended syllabication, morphemic analysis and contextual analysis. In addition, this session addresses spelling instruction. **Recommended audience:** All English teachers and intervention teachers.

Day 4—Vocabulary and Independent Reading

This session shows participants effective ways to develop large and precise vocabularies in all students. In addition, the session addresses the issues surrounding setting up and supporting effective independent reading. **Recommended audience:** All English teachers and intervention teachers. Content area teachers may wish to join this day.

Day 5—Comprehension with an Emphasis on Content-Area Texts

This session provides strategies to make all types of texts more comprehensible as well as strategies aimed at assisting students to deal with informational texts. **Recommended audience:** All English teachers and intervention teachers. Content area teachers may wish to join this day.

Implementation Workshops: Support Systems for Effective Reading

These workshops are designed to give school leaders the tools they need to successfully implement a comprehensive reading program.

Regional Events

2-Day Leadership Summit

This 2-day regional summit brings together adminstrative and leadership teams from schools and districts nationwide as well as leaders in the field of literacy to learn the latest research in the field of reading, to network with fellow educators, to hear success stories from schools where systemic change based on CORE's strategies has resulted in higher test scores, to discover strategies for assessment and system monitoring, and to develop local plans for *change!* **Audience:** K-12 site and district administrators, Teacher Facilitators. **Format**: 2 full days. **Prerequisite**: None.

5-Day Literacy Coach Institute

This regional institute provides a deepened training for Teacher Facilitators to prepare them to support and facilitate comprehensive school reform at the site level. Topics include essential literacy concepts, coaching skills, data collection, current research and best practices, and strategies for monitoring effective implementation. **Audience:** K-12 Teacher Facilitators. **Format**: 5 full days: 3 in the summer/fall and 2 in the spring. **Prerequisite**: None.

On-Site District Events

The Administrator's Role in Understanding, Designing and Implementing an Effective Reading Program

This session focuses on the three critical areas an administrator must address to acquire an effective reading program: knowledgeable teachers, effective materials, and site-based support systems. Instructors present an overview of the most current research base on reading development and spell out the components of the CORE training. Presenters share the types of instructional materials that will support teaching and learning. Finally, information is given on coaching and observation with a focus on grouping and assessment. A full day session will include local planning discussion. **Audience:** K-12 site and district administrators, Teacher Leaders. **Format**: Full day or half-day. **Prerequisite**: None.

System Building: Implementing and Sustaining Effective Reading Instruction*

What are the hallmarks of effective reading instruction in the classroom? How can I continuously improve my craft? This half-day session provides participants with materials for monitoring effective implementation based on the criteria for a research-based reading program. Participants will study the checklists and essential questions and examine a sample classroom scenario. **Audience:** K-8 site administrators, central office personnel, and Teacher Leaders. **Format:** Half-day (3 to 3 and one half hours) for either primary or upper grades. A full day would cover both grade level groups. Or a half-day of System Building can be matched to a half-day of Assessment In Depth: Using Assessment to Meet Student Needs described on the following page. **Prerequisite:** Participants must have participated in a CORE series.

*For the client who prefers a rubric format, a 5-point rubric tool (K-3 or 4-8) will be the focus of the session.

Connecting to the Framework for High School Reading Instruction – with Brief Overview *(Only for California)*

This session provides high school Administrators and Teacher Leaders with an understanding of how reading develops and the issues related to reading in California high schools. Participants also learn how to use a rubric matched to the California standards for high school reading language arts. In addition, participants learn about critical implementation requirements. **Audience**: Administrators, Teacher Leaders, and Chair of English Department. **Format**: Half-day. **Prerequisite**: None.

Connecting to the Framework for High School Reading Instruction *(Only for California)*

This session provides high school Administrators and Teacher Leaders with a framework for recognizing and supporting effective reading instruction in high school. It also includes discussion of critical implementation issues. This session is designed for participants who have participated in at least one training day and may be presented on the same day as one of the training series days at a discounted price. **Audience**: Administrators, Teacher Leaders, and Chair of English Department. **Format**: 2 hours. **Prerequisite**: At least one training series day.

Differentiated Instruction: Assessment and Instructional Organization

This session focuses on both assessment and classroom organization as ways to support the differing needs of students. Participants will explore assessment generally and various ways to organize and group students for maximized learning. Such topics as pacing, homogeneous groupings, within or across class grouping and schedules will be addressed. At the high school level, restructuring and special class options will be highlighted. **Audience:** K-12 Administrators, Teacher Leaders. **Format:** Full day. **Prerequisite:** Participation in a CORE series.

Assessment In Depth: Using Assessment to Meet Student Needs

This session focuses on assessment in depth as one way to support the differing needs of students. Participants will explore assessment plans and issues as well as powerful ways to use assessment data to promote student achievement. Participants will begin to put together a local assessment toolkit. **Audience:** K-8 Administrators, Teacher Leaders. **Format:** Half-day (3 to 3 and one half hours) per grade level focus (primary or upper grade) or full day combined. **Prerequisite:** Participants must have participated in a CORE series.

Sustaining Change: Coaching Training and Support

CORE instructors will work with Teacher Leaders during on-site visits with coaching models, afternoon debriefing sessions and problem-solving (1-5 site visit days). This ongoing support series is designed to provide districts and schools with local coaches who will support, extend and sustain the reading program for the long haul. **Audience:** K-8 Administrators, Teacher Leaders. **Format:** 1-5 site visit days. **Prerequisite:** Participants must have participated in the System Building workshop.

Site Visits

CORE site visits focus on working informally with small groups of teachers or individuals rather than on formal presentations. CORE staff provides up to 2 model lessons in classrooms per visit and works with parents, administrators, and others to support smooth implementation and sustainability. On-site visits include effective demonstrations, observations and coaching, troubleshooting, and guidance on effective assessments and materials to support reading program implementation. Specific populations and needs of each school determine the focus of each visit.

Certification – K-12: 3 Services

1. Associate Instructor Certification Institutes

The institute is either 5-Day Primary and Upper Grade (K-8) Institute, or a 4-Day High School (9-12) Institute on how to present the CORE Literacy Institutes. Topics include:

- Content knowledge
- Using the research as a basis for the CORE training
- Connecting theory to practice
- Synthesizing the purpose and use of assessment pieces
- Developing management strategies
- Developing skills to effectively communicate with and connect to the audience
- Practicing effective presentation skills
- Coaching skills

At the end of the institute, successful participants become CORE Certified Associate Instructors (hereafter called Associates) and should be able to present the CORE institutes within their own district/school. Group size at the institute is limited. CORE Certified Associate Instructors are authorized to present the CORE Literacy Institute to staff of their employer district/school for at least one full school year from the time of certification. That district/school must contract with CORE for materials and use fees for each Associate presented CORE training.

2. In-Depth Strategic Planning Series

CORE will provide periodic 2-day small group strategic planning series'. This is a higher level personalized series to meet the individual needs of the Associate Instructors and is intended to solidify the Associates' base of knowledge and skills in instruction. These sessions are presented in a combined upper and primary grade format focused on building school capacity and extending leadership development, content development, and presentation skills. This is a good time for Associates to assess whether they are comfortable with the training concepts and to refine their skills after beginning implementation.

3. Recertification Institute

CORE will provide annual Recertification Institutes in a 2-Day format (separate primary and upper) to allow previous Associates to extend their period of certification through June 30 of the school year following recertification. Group size is limited.

Personalized Coaching

CORE can provide you and your staff with personalized coaching and instruction to facilitate the training process within your district/school. If your Associates need a little extra support, we are available both on-site and for scheduled telephone conferences to help you implement the training program.

A Model Timetable – Individual School

For full district Comprehensive School Reform, CORE's Client Services coordinators will assist you to develop a tailored set of services to the size of the district. The services may include certification of one or more district trainers. See previous page for description of Certification Services.

Prior to Implementation

- Commitment to focus on literacy in staff development
- Key stakeholders make informed decision
- Plan budget and ensure budgetary practices align with program direction

Year 1

- 4-6 days of primary grade training for all appropriate staff (see description of training program)
- 3-6 days of upper elementary, middle, and/or high school grades training for all appropriate staff (see description of training program)
- At least 5 site visits
- 2-Day Leadership Summit for Principal and up to 3 Teacher Facilitators per school
- 5-Day Literacy Coach Institute for up to two Teacher Facilitators per school*
- Online support
- Annual conference

Year 2

- 2 more days of primary grade training (if 4 completed in Year 1)
- or 1 refresher primary grade training (if all completed in Year 1)
- 3 more days of upper grade training (if 3 completed in Year 1)
- or 1 refresher upper grade training (if all completed in Year 1)
- 8 site visits
- Leader ship Summit: Sustaining Change
- Literacy Coach Refresher Institute
- 2-3 days Sustaining Change: Coaching Training and Support
- Online support
- Annual Conference

Year 3

- 1 refresher primary grade training
- 1 refresher upper grade training
- 2-3 site visits to monitor literacy coach
- Online support
- Annual conference

*Literacy Coach Institute may be replaced by 5-Day Certification Institute plus 2-Day Intensive Coaching Training

Estimated Costs for School Reform*

Costs **with CORE materials** but **without** school-selected curriculum materials and the school's own staffing and release time costs average about $50,000 for an elementary school of about 500 students. With a half-time staff facilitator and curriculum materials recommended by CORE, first year costs may be between $80,000-$90,000. Second year costs average about $40,000, and third year costs drop to about $25,000. Costs can be considerably reduced by combining 2 or more sites in a district model, so that individual sites can save significant costs. For a typical three school consortium, costs may average about $30,000 per school for the first year exclusive of instructional materials and a facilitator. These costs include the participant materials noted below.

Middle school costs for a school of about 500 students may run about $37,000 for the first year exclusive of a staff facilitator and special instructional materials. For a three-school clusters, costs average about $26,000 per school.

CORE Materials**

K-8 Sourcebook Package (per person) Includes *CORE Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade, CORE Assessing Reading: Multiple Measures, CORE Reading Research Anthology: The Why? of Reading Instruction*	$85
High School Series Notebook (per person)	$35
Background Reading Articles Grades 9-12 (per person)	$15
CORE System Building: Monitoring Materials	$15

*Travel expenses are additional.

**Local taxes and shipping and handling added to materials costs.

Appendix A

Principal's Commitment Compact

As Principal of _____, a CORE school partner, I will actively commit to the following:

- Maintenance of CORE as the focus for our professional development;
- Provision of regular time at staff, grade-level, or other meetings for teachers to engage in collegial reflection about their CORE learning experiences and their classroom implementation;
- Attendance at all CORE Literacy Institute sessions, site-visit observations and meetings, and implementation workshops;
- Support of all vitally involved staff in workshop attendance and coaching opportunities;
- Scheduling of regular meetings with Teacher Leaders;
- School Literacy Coach-full or part time
- Ongoing focus on literacy in my interactions with students, staff, and parents.

_____ _____

Principal's Signature Date

Appendix B

Resource Recommendations

Sourcebook Package

- *CORE Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade*

OR

- CORE High School Series Notebook

PLUS

- *CORE Assessing Reading: Multiple Measures*
- *CORE Reading Research Anthology: The Why? of Reading Instruction*

Cost: $75 - $85.00 per person

Suggested Resources

CORE requires effective research-based reading materials and works with the school either to review the school's materials and suggest supplements or to select a full program.

Bear, Johnston, Invernizzi, and Templeton; *Words Their Way*

Blevins, Wiley; *Phonics from A-Z*

Honig, Bill; *Helping Our Children Learn to Read: The Role of Skills in a Comprehensive Reading Program*

Phonological Awareness Programs:

- Abrams & Company Publishers, Inc. *Let's Listen: A Phonological Awareness Program for Young Children*
- Adams, Beeler, Lundberg, Foorman; *Phonemic Awareness for Young Children*

Phonological Awareness Intervention and Testing:

- Torgesen, Joseph; *Phonological Awareness Training Program*
- Torgesen, Joseph; *Test of Phonological Awareness (TOPA)*

Phonics Readers or decodables and research-based programs (if not already part of adoption):

- Scholastic Phonics Reading Program and Scholastic Literacy Place 2000

- Open Court Collection for Young Scholars materials or Open Court Reading
- Hampton-Brown Phonics and Friends
- Harcourt Brace Collections

Upper Grade Intervention Materials:

- SRA-Open Court *Breaking the Code*
- SRA- Direct Instruction *Corrective Reading Decoding* and *Corrective Reading Comprehension*
- *Reading the News*, Matthew Glavach and Associates
- Scholastic *Read 180*

Independent reading program:

- Scholastic *Reading Counts!*
- *Accelerated Reader*

Appendix C

CORE Client References

Boise-Eliot Early Childhood Center, OR
Eileen Isham/Deborah Berry, Principal Partners
(503) 916-6171 or 6174
CORE has worked with the staff of Boise-Eliot to make school-wide changes toward literacy improvement. We are currently providing in-depth assessment training and coaching to staff and Teacher Leaders to provide the structure for sustained improvement.

Caldwell SD, ID
Margo Healy, Language Arts Coordinator
(208) 455-3304 ext. 117
This is the first district CORE has served in Idaho. CORE staff members are working collaboratively with Caldwell staff to train teachers and Teacher Leaders to sustain successful literacy improvement in a comprehensive school reform model.

Eastmont School District, WA
Beverly Jagla, Asst. Superintendent
(509) 884-7169
CORE has worked with the Eastmont School district over the last two years to successfully improve the literacy program in the primary classrooms.

Fresno USD, CA
Laurel Ashlock, Asst. Superintendent of Instruction
(559) 457-3614
CORE has worked with an expanding group of schools in this tremendously diverse school district.

Garden Grove, USD
Carol Patterson, Director of Elementary Administration
(714) 663-6333
Garden Grove is a large southern California district. CORE began training their primary teaching staff in 1998 and has since certified several local leaders to provide the CORE training within their own district and provide coaching and mentoring to sustain the progress they have made in literacy program and actual test score improvement.

Kennewick Public Schools, WA
Greg Fancher, Director of Elementary Schools
(509) 585-3068
In our third year, Kennewick schools are making great strides in the change process. Teachers have responded favorably to the training with the most change taking place in selected schools with strong leadership. Site-based coaching days are bearing fruit.

Larson Heights Elementary School, Moses Lake SD, WA
Loren Fitting, Elementary Principal
(509) 766-2655, ext. 1599
Larson Heights is committed to major school improvement. CORE has been working with them for the past two years beginning with materials selection and implementation, then focusing on skill and

strategy instruction, followed by coaching and assessment systems training, and parent involvement workshops.

Livermore Valley Joint USD, CA
Gerrie Dunphy, Director, Instructional Materials
(925) 606-3204
CORE's first client, Livermore is showing considerable growth in the reading performance of their students. The most recent standardized testing data showed marked growth in third grades across the board, with the most significant growth occurring at the schools that started with CORE 3 years ago.

Mabton SD, WA
Kevin Chase, Superintendent
(509) 894-4852
CORE initially worked with the elementary staff and is currently training the middle school as well as providing in depth implementation and site visit services to this small but passionate district in Washington. The staff and administration are working extensively on systemic changes to make literacy improvement a priority.

Portland Public Schools, OR
Michelann Ortloff, Program Coordinator, Ockley Green Middle School
503-916-5660 ext. 403
CORE has worked with Portland Public schools, first to directly train the staff, then to certify and coach their staff, enabling them to provide their own inter-district trainings and sustain the program through coaching and observation.

San Bernardino City USD, CA
Jean Snell, Director of Instruction
(909) 381-1204
CORE has trained staff and Teacher Leaders in this district. Leaders are now certified CORE Associate Instructors and are conducting the CORE training extensively throughout the district.

San Ramon Valley USD, CA
Robert Alpert, Director, Instructional Services
(925) 552-2921
This district is showing gains. In addition to the training, CORE assisted in the development of an assessment system, standards, and parent trainings.

Waugh Elementary SD, CA
Stephanie Capps, Principal, Meadows Elementary School
(707) 762-4905
Senior CORE staff have worked with this small Sonoma County district for over 2 years and have seen tremendous improvement in literacy. The administrative staff is committed to long term success.

Whittier City Elementary School District, CA
Keni Brayton-Cox, Asst. Superintendent
(562) 789-3028
CORE has worked extensively with this client at all grade levels and certified several local coaches who provide regular site visitations.